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DAVID N. CAMP, New Britain, Resident Editor.



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ANNALS OF EDUCATION.

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For the Common School Journal.

LABOR FOR THE FUTURE.

ALL that labor for the good of humanity must look to the future for the result of their labors. The greater the good we seek to accomplish, the more we must learn

"To labor and to wait."

The lives of all good men remind us that the good we would do, in future life appears. This is most apparent in all enterprises whose object is to guide, fashion and develop the mind. A noble thought is awakened in the mind of some true philanthropist and he labors for years, perhaps for a life time, for the good of mankind, with little or no apparent result. But in the circling years the good seed springs up and bears an abundant harvest. Then the earnest laborer is recognized as a benefactor and his name becomes a household word in the hearts of those who have been developed into a higher life by his unselfish, earnest efforts. How unerringly does the history of every reform show that all enterprises of great "pith and moment" are slow in their evolu-

tions but certain in their results. Those that are laboring in the educational field should feel this and take courage.

"Never falter, never faint;
Bear thou our banner in the van;
He's the truest, purest saint,
Who labors for his brother man."

Give precept on precept and example after example. The teacher is laboring with imperishable material. A mistake may be attended with the most disastrous consequences. We should labor for lasting results rather than for show or premature development. The foundation for an education should be properly laid by the teacher, the rearing of the superstructure is the work of a life time. We should look upon the children committed to our care as undeveloped jewels, diamonds in the rough. We must train them with the skill of a master, if we would have their beauty, worth and usefulness appear. In the future years those that surround us to-day seeking for knowledge and right training, will become the teachers, governors, legislators and judges. It will then be seen what our labors were worth. There sometimes seems to be too much superficial training, too much of a disposition to cover up ignorance instead of removing it, too much of a disposition to let bad habits remain instead of removing them. In no such way can true advancement be made. Our efforts will be futile, if such is our practice. Education should make better children, better men and women, better communities, better society and better states. Contrast the present condition of New England with the southern states and behold an argument in favor of universal education. Would not much of the trouble of reconstruction be avoided if education was universally diffused? Would not the war have been avoided, had the nation made as ample provision for educating all classes of people as some of the states did? Where does mob law prevail but among the ignorant? Where is property, life and conscience most respected? In view of these things we say that those who labor for a generous system of universal education are the world's benefactors. Those men who laid the foundation of our educational institutions "builded better than they knew."

Probably they little thought that the intelligence born of the institutions they founded, would save the life of the nation. Yet we are constrained to-day to believe that such was the case. Do not our present necessities require still greater efforts, if we would see the future bright with hope and promise? A new era is opening before us and the future will be what we make it. If we recognize education as the just right of all and give all the means of obtaining it, then there can be little doubt of our future prosperity. The present is a time for action, for earnest, persevering effort. What we are to be does not yet appear. If we fold our arms and let circumstances rule the hour instead of ruling the circumstances, then we shall have but little to expect. Every word fitly spoken, every noble deed done, every prejudice removed, and every child properly educated is so much done toward making our future national existence secure. Our security must rest upon intelligence, and who ever disseminates knowledge and virtue is a public benefactor. With untiring industry, unceasing devotion, and unyielding integrity we can make our future brighter than the past.

"Let our thought and labor be
To God and for humanity."

T. K. P.

DIFFERENT STYLES OF TEACHING.

MANY persons may be endowed by nature with gifts which entitle them to be called teachers, yet among them we may distinguish several distinct *styles* of doing the work. For the sake of illustrating this let us consider three classes of teachers each of which embrace many individuals. Those belonging to all the classes are entitled to be called teachers, but at the same time the characteristics of one class may be more generally satisfactory than those of another.

There is a class of teachers who are fond of introducing wit, fun and drolleries into the school-room as a constant practice. At first the use made of this is unlimited. Then it becomes more common and after a while so much of a

habit that the teacher himself does not seem to be aware of his habit. If he were he would criticize it as in bad taste and hindering the most complete discharge of his duty. One upon taking his chair looks up with a droll observation upon some person or thing, so that scholars at such times and at certain intervals learn to suspend their mental operations and wait for the accustomed smart thing. Another will deem it innocent or even commendable to force in what he is pleased to think a happy turn of thought or words for the sake of receiving the applause which scholars are bound to give at such times as the sailors are bound to laugh at the jokes of the first mate, no matter how poor or how frequent. Another makes fun of a problem on the blackboard instead of criticizing it in a calm and thoughtful manner. Another occupies time and injures the state of the pupil's mind by making some hit at his political notions, or some act in or out of school foreign to the subject under consideration. Another likes to be saying something which will make the girls smile. These are but examples of much that we have observed in the school rooms of those whom, with all their defects, were good teachers. As we review this style of teachers we can not but observe that the wit does not flow in a constant stream. Puns, drolleries, smart talk and ridicule may be continuous and may be cultivated by most any one. We do not deny that a humorous teacher has a power which enables him to arouse a sluggish mind, or to punish with the cutting stings of satire and irony a bad boy. If it were for this purpose only that humor were introduced, it were a good and not an evil. But it is more commonly for the sake of gratifying a master's pride or self satisfaction in being considered a smart man. When it becomes in the teacher a habit not directed by care or consideration for the advancement of the pupil, it not only does no good but is a source of evil. To be sure it keeps the mind on edge and in a sensation state, yet in the same way as the drowsy boy is kept excited and keen by the atmosphere of ridicule and opposition in which he lives. But the latter is not educated thereby, and so the influence of the teacher of the sort above alluded to gives

the mind an unsteady and passionate development and imparts a peevish and unnatural nature to the disposition. Therefore the habit of constantly introducing a string of smart sayings and turns for the mere sake of doing so seems to be a radical defect in the teachers of this class.

The second class may be considered as composed of those who do not introduce the *bon mot* method at all, either because they have no humor or because their taste and training will not allow its use. On the contrary the entire absence of snap and vigor which an occasional sharp turn of thought produces, is painfully evident. Nothing is said to enliven, cheer or check. Yet the essential gifts of the teacher are here. A constant pressure is brought to bear upon the mind. Much work is done in the school room and the mind expands under it. What we would criticize in this class is a tendency to a stiff and repulsive method. It is very much like the method of a military drill master. Perfect control, hard work, growth of the mind. But there is a lack of that harmonious development of the mind which an occasional manifestation of humor in the instructor would produce. Such a teacher may possess power of imparting, power of controlling and love for his work, yet he errs in just the opposite extreme from the teacher of the preceding class. We may call him the *mechanical* teacher and the other the *bon mot* teacher. Were the former to approximate toward the latter and *vice versa*, both styles would be improved.

There is again a third class which seems to hold a mean position between the two just given. They are free from the careless, imitating, injurious, *bon mot* method of the one, and also the solid, unenlivening, mechanical method of the other. They have a vein of humor which will, with proper restraint, brighten and quicken a school tending to dullness. They have a wit which will rarely launch its cutting shaft upon a malicious offender. Their own temper is under careful control. Their devotion to their work imparts enthusiasm. There is an unseen, indescribable harmony between the teacher and the taught. The teacher guides and superintends the operations of nature. He does not spend time

in striving to drive or force a pupil to do what his nature was not made for doing and which it has no inclination to do. Such a teacher keeps on in the natural manner. He follows the guidance and light of nature. He, therefore, accomplishes his work in a manner easy for himself and such as to make successful scholars. Such a teacher is simple and natural, not peculiar or calculated to attract attention by any striking characteristics of style. This may be called the *natural* as the others have been called the *bon mot* and mechanical styles. While we would give the preference to the latter, there are many of the varied positions which the teacher is called to fill that would be better satisfied by one or the other of the two former classes. C. P. O.

TEACH THE CHILDREN TO SING.

THE benefits attending the study of geography and history, English reading and grammar, are seen and admitted by all intelligent people. The utility of mathematics and philosophy, and the ancient and modern languages, is quite generally understood and conceded. But what are the claims of music as a regular branch of education? Is there any cogent reason why—to say nothing at present about instrumental music—children should not be *universally* taught to sing? Upon this interesting as well as important question we have a few words to say.

1. Music is a *science*, as well as an art. Johnson gives it a place among the seven liberal branches of knowledge. The abstract and speculative principles upon which it depends have been fully and plainly elucidated, and satisfactorily tested in practice. From the Bible, and Grecian classics, and Egyptian antiquities, we learn that music was a science in very ancient times. No doubt it was then in a very crude and imperfect state. But the first elementary principles were then understood; and since that it has progressed, until now it is developed as a most beautiful branch of knowledge. As such it should be taught, and no person's education is complete who is not acquainted with its fundamental principles.

And here, we may remark, is a great defect. While in our public, and many of our private schools, music is taught as an art, it is not usually taught as a *science*. Perhaps a few lessons are given upon the first rudiments, but for the most part, children in this country are only taught to sing by rote. They hear the melody, and easily catch it; and if they have a good ear, and ordinary musical talent, they may put in the subordinate parts, and complete the harmony. If, in this loose way, they learn to sing, how much more proficient they would become if early inducted in this beautiful science!

2. *Every child, except the unfortunate mule, is endowed with musical powers.* He or she has a voice, and that voice is capable of making different intonations. It can make high sounds and low sounds, hard sounds and smooth sounds. It can indicate anger and joy, hatred and love. And it is reasonable to suppose, that the child who can talk and shout, laugh and cry, can also, if properly instructed, learn to sing.

Nor is this a mere theory or supposition. In certain parts of Germany as great care is observed in teaching children to read music, as to read writing or printing, and lack of natural ability for the one performance is no more complained of than for the other. And in our own country, distinguished musicians, like Professor Hastings, declare that they have never met with a person, young or old, who, if he had a voice, could not learn to sing.

No doubt, some have greater talent, and are more likely to become proficient in the science, than are others. So it is in all departments of learning. But he who has but one talent should not be permitted to bury it,—he should be taught to use it. Every child who can articulate, can, with some pains learn to sing—to sing correctly, if not beautifully. His wise and beneficent Creator means that he shall sing, or He would not have thus endowed him. And if we do not teach our children to glorify their Maker in noble song, the warbling birds and bleating flocks will reproach us and

them, and the choirs of heaven will look down in pity and astonishment.

3. Music has ever been regarded as a *great and innocent amusement*. It is such to those who listen, but still more to those who participate intelligently and correctly in the song. It not only affords relaxation for the weary mind, but likewise relief for the burdened spirit. It reassures the desponding, elevates the downcast, cheers the drooping. It acts like an angel of mercy to the mourner. The heart that is almost broken with sorrow is comforted as it listens to the sweet and plaintive melody; and if the voice can be controlled so as to join in the strain, how great and indescribable is the relief! The gentle Kirke White well said:

"Oh, surely melody from heaven was sent
To cheer the soul, when tired of human strife:
To sooth the wayward heart by sorrow rent,
And soften down the rugged road of life."

4. But music does more. *It exerts a most salutary influence upon human character and conduct.*

It soothes the passions. When a tempest rages in the soul, and conflicting waves leap furiously, one upon another, the soft strain of melody, as it approaches, and is more distinctly heard, subdues the storm, and at once there is a great calm.

Music operates favorably upon the affections. Everything like asperity it removes. The mind, which naturally inclines to indifference, it fills with generous emotions. It renders pliable the feelings. It dispels selfishness and promotes benevolence; and thus its influence is in the highest degree ennobling.

Mark its effect also upon the taste—how refining! Upon the energies—how animating! It frowns upon all that is low and groveling—upon all that is dull and stupid; and produces lofty aspirations and lively movements.

Upon these and other points we might dwell at considerable length, but our object is not to write a lengthy and elaborate article. We simply wish to suggest to professors and teachers, and trustees, throughout our land, the import-

ance of a more thorough and complete instruction of this great and delightful science. We hope to see the day when it will be placed beside grammar, arithmetic, and geography and be taught efficiently in all our schools.—*Educational Monthly.*

HOW THE NEIGHBORS CAN HELP THE SCHOOL-MISTRESSES.

WE suppose all our readers have read the famous story entitled "Eyes and no Eyes." Did it ever occur to them to ask, which of the two youths therein described the majority of children at our common schools, if examined in the same way, would most resemble—so far we mean, as the influences of their school education extend? Children are observers by nature, and many a child gives himself an education in the woods and fields, and shops and streets, which goes far to make up for the shortcomings of school in cultivating the observing faculties. But how far, does it ever occur to any one to ask, is this natural self education helped and guided, as it might be and ought to be, by school teaching? We fear, not very much. We suppose it will not be denied that our present methods of school teaching are defective in this important department, the cultivation and development of the observing faculties. We do not wish in this article to dwell on the deficiency, after so much has been said on the subject, but to suggest some practical, and easily adopted methods for its remedy. Most of our primary teachers shrink from the thought of attempting to teach science or natural history. They have never been instructed themselves, and know nothing about it; and if it were really a question of teaching science as such, there would be nothing more to be said. But in our view there is a great deal to be done to *prepare* children for scientific teaching, which is quite within the reach of any teacher who knows how to read, and cares to take a little trouble for the good of her pupils.

The best preparation for a systematic study of science, in after life, is an early cultivation of the observing faculties, and that can be done with children without any science at

all. Teach children to *see*; they do not really see unless they are taught. Show two children the same object on the same picture, and ask them to describe it, and observe how much more one sees than the other. Bring a bunch of fresh leaves into the school-room, and call the attention of the children to the variety in their forms, or a nosegay of flowers, and give them a lesson in color; you may know nothing of botany, and yet do this. "Not long ago," says a sensible Englishman, "I went into a girl's school, and observed that the mistress entered with a basket in her hand, out of which she took several things which perhaps you would not expect in a school. There was an orange, and a lemon, and some bits of green wood with the bark stripped up; also a lump of sugar and a phial, and a few other things. A friend of mine who was with me, and who was quite one of the uninitiated—quite in the dark about education—when he saw the lemon and the sugar, and a bottle containing some mysterious liquid, said 'What, is she going to make the girls some punch?' But it was not so. She cut the lemon first, and peeled it, and showed where the aromatic bitter resides which is so valuable for flavoring in cookery, and for invalids; she explained that the pulp is unwholesome and indigestible. She then described the islands and countries from whence these fruits are brought. Moreover she had a microscope by which the girls were allowed to examine the crystals of the sugar, and the animalcula in a drop of water, the fibres of the wood, and the circulation of the sap. These things interest children very much, 'and set them a thinking.'"

"Sets them a' thinking,"—Yes; and what is school good for unless it sets them a' thinking? Now we have a little practical scheme to propose, to further this kind of teaching. Let us imagine a district school in a country village. How easy it would be to provide at a small expense a case of drawers—we have one in our eye, made by a handy carpenter—the upper ones shallow, and the others gradually increasing in depth—to be used as a school museum, open to the

*From *What to Learn and What to Unlearn*, p. 18, by Rev. H. Fearon.

contribution of scholars, teachers and neighbors. We do not mean a museum of gimcracks and curiosities—a reel in a bottle, or a piece of the frigate Constitution—but of objects worthy of study and illustrative of school lessons, and such as it will be profitable and practically useful for children to know about. We will try to show how such a little museum could very easily be furnished.

A series might be made of various articles used as food—the cereal grains, wheat, barley, oats, rye, &c.; and other seeds such as beans, peas, lentils, rice; and a very little knowledge of botany and chemistry would go a great way in helping to classify them and explain their constituent elements. An interesting series of edible nuts could be made, both of home and foreign growth and of specimens of the wood of many of the trees which produced them;—not only walnuts, chestnuts, &c., but almonds, English walnuts, so called, ground nuts, pecan nuts, &c. Spices and condiments would furnish a very interesting series; and here we propose to call in the help of a neighbor. We are safe in supposing that the teacher's salary is too small to allow of her spending any money on the little enterprise, and there is no appropriation, we will suppose, of town money to cover such an extraordinary expense: but we are sure there are many towns where a carpenter could be found to build the case of drawers for the love of the cause of education, and where the grocer would interest himself with all his heart in gathering together a series of specimens of objects that he sells, which would be suitable for such a purpose. Suppose then, that he got together a few pepper-corns, some cloves, a nutmeg, a few bits of ginger, allspice, &c., and also a little rice, a little sago, some cacao beans (though whole beans perhaps would have to be procured from a chocolate factory), specimens of sugar in all its different forms (though these we fear would have to be kept under lock and key for fear of *pratical* experiments upon them), black and green tea, a few coffee beans, and many other articles. The quantity of each sufficient for a specimen, would be so exceedingly small, that no one would grudge the trifling expense.

In the department of natural history the children themselves should be set to work as collectors. Let them be encouraged to capture insects, to collect crysalids, minerals, &c., and to dry plants for an herbarium. We have seen a beautiful collection of different kinds of wood, both in longitudinal and traverse sections, with their bark, in such a museum.

No matter, we say, if neither teacher nor pupil at the outset have much scientific knowledge. Let them gain knowledge as the first student did, from the objects themselves. But the teacher, in almost all instances, can have a few cheap sources of knowledge accessible to her. We hope the time will come when no school-room will be considered properly furnished without a little library of books of reference, which shall contain at least one good cheap cyclopedia. The town library will almost always furnish that, along with other good books of reference, among which we might mention, as admirably adapted to such purposes in all the departments on which it touches, Johnston's *Chemistry of Common life*, which is much more than a dry treatise on Chemistry. In England this kind of teaching has been much more attended to than with us, and we could mention some excellent little English books, if they were not unfortunately so difficult to obtain. Such are Dr. Lankester's *Lectures on Food and on the Uses of Animals*, Archer's *Popular Economic Botany* with colored plates, Sir Wm. Hooker's *Popular Account of Kew Gardens*; Simmond's *Dictionary of Trade Products*, and many others.

But now if we stopped here we should expect much adverse criticism. After all, it would be said, is it of so much importance that children should merely *see* things? Is there not sufficient satisfaction for curiosity of that sort outside the school-room. We do not doubt it; and if our aim were merely to bring the children to a sight of a great variety of objects, we should have to agree that it was hardly worth all the trouble. But we have a very different object in view; and in a future number we will try to describe the way, in which such a little museum should be used.—*Mass. Teacher.*

OBJECT LESSON ON SIZE.

IN these exercises, observation, imagination and comparison are cultivated. The children gain general ideas of size, distinguish it as exemplified in the various objects of nature, compare and decide upon relative size and proportion, and apply conceptions formed to absent objects. The children are also led to feel the use and necessity of standard measures, with which they are made familiar. In making lines of a given length, and judging of the size of different objects, children often attain a remarkable degree of accuracy. Thus, in more senses than one, may these lessons be said to be *practical*.

REPORT OF A LESSON ON SIZE. FIRST STEP. GENERAL IDEA OF SIZE.

Average age of Children, 6 years. Time attended School, 3 mos. Time occupied, 12 minutes.

Tr. (having several laths on the table) asks, What do you see on the table? Ch. Laths. Tr. How many of you see any difference in these laths? Ch. raise hands. Tr. What difference do you see? Ch. Some are longer and some are shorter. Tr. Yes. Sarah, you may find a long lath. Sarah finds a lath. Tr. What has she found? Ch. A long lath. Tr. Willie, you may find one not quite so long as the one Sarah found. Willie finds a lath. Tr. What has he found? Ch. A lath not so long as the one Sarah found. Tr. How many think he is right? Class raise hands. Tr. How might I find out whether he is right or not? Ch. Measure. Ch. measure and state the boy was right.

Tr. Who will find a short lath? Hettie may. Ch. finds one, turns to the class and says, I have found a short lath. Tr. Who will find a lath not quite so short? Mamie may. Ch. finds one. Tr. Measure and see whether you are right. Ch. measures and class decides she is correct. Tr. Johnnie, you may find a lath shorter than the one Hettie found. Ch. There are none. Tr. Willie may find one. Ch. There are none. I can not find any. Tr. Now, because there is no lath shorter than the one Hettie found, what will we say of it? Ch. It is the shortest lath. S. R.* Tr. holding the longest lath in her hand says, Willie, you may find a lath

*S. R. Simultaneous recitation.

longer than this. Ch. Can not find any. Tr. What then will we say of this because there are none longer? Ch. That is the longest lath. S. R. Tr. holding a lath in her hand, says, Josie, you may find two laths just as long as the one I hold in my hand. Josie finds two. Tr. Now measure and prove it. Ch. measures. Tr. Was she right? Ch. raise hands. Tr. Sarah may find two laths that will make one this length. Sarah finds laths, measures, and class decide she was correct.

Tr. draws several straight lines of different lengths and says, What have I drawn? Ch. Lines. Tr. Who will find a short line? Johnnie may. Ch. finds the shortest line. Tr. Hettie, you may find a line shorter than the line Johnnie found. Ch. I can't; there are none shorter. Tr. Then what would you say of this line because there are none any shorter? Ch. It is the shortest line. S. R. Tr. Josie may find a long line. Ch. finds one. Tr. What did Josie find? Ch. A long line. Tr. Mamie may find a line longer than the line Josie found. Mamie. There are none. Tr. Then what can you say of the line Josie found? Ch. It is the longest line. S. R.

Tr. pointing to the longest line, asks, What do you say of this line? Ch. It is the longest line. Tr. pointing to the shortest line, says, What do you say of this line? Ch. It is the shortest line. Tr. pointing to a line shorter than the longest and longer than the shortest, says, Is this the longest or shortest line? Ch. It is neither.

Tr. Who will draw a short line? Ch. draws. Tr. Another child may draw a long line. Ch. draws. Tr. Sarah may draw a line not so long as the longest line nor so short as the shortest. Sarah draws. Tr. Is she right? Ch. hands up.

Tr. Mamie, you may take all the laths and arrange them on the floor, placing the longest lath first, then the next longest, and so on down to the shortest. Mamie places the laths and the class watch her. Tr. How many think she is right? Class decide she did it correctly. Tr. Now Willie may take them all and place them, commencing with the shortest, then the next, and the next, and so on to the longest. Class notice and decide whether correct.—*Oswego Report.*

CULTIVATION OF A TASTE FOR ART.

ONE of the evidences of improvement in the methods of education is the increased attention given to the cultivation of a taste for the beautiful. Few school houses have been built for the last ten years without some recognition of effect, in form, proportion or coloring. The "old brown school house" by the way side, was first displaced for the square boxes painted white, with white window curtains. These buildings were undoubtedly more convenient than those which they displaced, but the change was often made without adding to the harmony of the landscape, or to the picturesque effect of the building.

Now we often see a school house with appropriate coloring, or so surrounded by trees and shrubbery that if white, this color only heightens the effect of the landscape. The regular rectangle is also often avoided by a projection, a recess or porch, which breaks up the continuous line. If we go within we may find some variety and effect given to the rooms by walls papered and harmoniously colored, by additional mouldings or more artistic arrangement of doors, windows, book cases, and other furniture. And not unfrequently, there may be seen a few good engravings or a small painting of merit. Evergreens and flowers are not always forbidden, and the tasteful arrangement of these is made to hide defects and add to the beauty of the room. School grounds are occasionally laid out with care. Graveled walks, beds of flowers and shrubbery tastefully arranged give a pleasing effect to the appearance of the school-house and yard. These efforts to adorn the school-room and beautify the place where children are to be educated are hopeful. They are evidences of culture, of a regard for the beautiful in nature and art. In our larger cities and in connection with some public institutions, a good work has been done by erecting art buildings, collecting paintings and statuary, and cultivating a taste for the beautiful in art. Thus we believe that the whole country is to be benefited by the munificence of Mr. Street of New Haven in providing for

the art building now erecting on the college grounds. Mr. Benjamin Fitch, the founder of the Soldiers' and Orphan's Home at Darien, has wisely spent much time while traveling in Europe in selecting such statuary and paintings as will add to the beauty of the place where the orphans of soldiers are to be educated, and help to cultivate in them a love for the beautiful.

Every good work of art added to any public collection, and every building whether public or private erected with regard to the principles of art and tastefully ornamented, is an addition to the means for forming aright the public taste. There should be, in common schools, studies for the cultivation of a love for the beautiful, and teaching the principles of art as related to architecture, to decorating rooms, the construction of furniture and other articles connected with daily life. In High Schools and Seminaries, a correct taste may be cultivated, and the students be enabled to judge of art in painting and sculpture.

The Normal School at Toronto, Upper Canada, is provided with galleries of paintings representing different schools of art, and with statuary which includes excellent models for study. These rooms are open to the students and they must have an important influence in forming the taste of the teachers of that province.

The elements of drawing, the principles of form and color can be taught in elementary schools. These studies if properly introduced by competent teachers need not hinder progress in reading, spelling, arithmetic or the common studies, but may be employed to contribute to thoroughness in these. An effort is making in some places to introduce drawing into common schools as a regular exercise. If this should be successful it will be a step in the right direction. The lessons given in common schools will help to cultivate a taste for art and insure a greater regard to beauty wherever the men and women receiving these lessons shall live and act. Some will go from these schools to special schools of art where they can pursue the study more successfully.

If true artists are to be encouraged, and good works are

to be produced, or if improvements are to be secured in architecture and decoration, art must be made popular by elevating and educating the taste of the people so that they will be able to judge of art, and appreciate it when produced. The following paragraph from an article in the last No. of the *North American Review* expresses well the importance of a popular regard for art:

"The people's regard for any important intellectual or moral matter, to be wise, must be both of teacher and of disciple. The thoroughly competent critic is only found where the ready, capable, sensitive public is found. The public is only intelligently and justly instructed where the thoroughly competent critic exists.

"In art, this matter of the popular regard is of enormous importance. It is of an importance even greater than the actual production of works of art at any one time. And this for two reasons. First, the highest usefulness of art is its power to educate. If the people are ready to receive the artist's work, study it closely and lovingly and learn from it, every artist is then an addition to the nation's wealth the moment his work begins. But if the people will not receive nor heed nor understand his work, the tendency of his life is to injure the people by attempts to catch their attention, or to injure himself by angry defiance of the people, and in both cases to waste his life and help his brother artists to waste theirs by subsidence into aimless, lounging, trivial habits and ways of work. Second, the actual production of works of good art is rendered unduly difficult by a lack of popular regard for art. The art intellect, if not rightly set to work and rightly encouraged, is not set to its proper work at all.

"Where the people disregard art, a certain amount of clever art is possible; caricature may flourish, though even this does not reach power without losing refinement; landscape, full of good natural feeling, but of dim and partial insight into nature, is possible; representation of facts of the day and book illustration, both of fair quality and of some interest, may exist. All these are likely to exist in a Chris-

tian country in the nineteenth century. But great art is the expression of great thoughts; and great thoughts find no adequate expression, find only a partial and incomplete existence, if the people are not accessible to them."

IMPORTANCE OF ART IN EDUCATION.

THE importance of art is great as a help to education, because it addresses and can influence some of the noblest faculties of the soul, not to be reached, or less easily to be reached, by other means. Once the principal means of educating the mass of the people, painting and sculpture retain the power to educate, and can be made to address the uninstructed or the highly cultivated. Now we in America can not afford to throw away any means of educating ourselves and our fellow-countrymen, can not afford to let escape us any means to that end within our reach. We have undertaken a task which we may well contemplate with grave anxiety, for its successful accomplishment will only be possible to a wise and virtuous and considerate nation, working in the fear of God and with His aid. We have undertaken to make of this disordered country, full of jarring interests, a homogeneous and organized and peaceful nation, and to bring this about through the dangerous instrumentality of universal equal suffrage. Had we not better educate our people? When some object to universal suffrage,—and there are thoughtful Americans who do so,—what is the only defence we can put in? This,—that the more the people are educated, the safer it becomes, and that it in itself tends to educate the people. Good; but let every means in our power be employed to educate the hearts, the feelings, the senses even, as well as the minds of men. Women will exercise some influence over our future. Can women be rightly educated without the influence of those arts that have to do with beauty? Not so. We need the fine arts, all the fine arts. A change can not come too soon in our national mind on this subject.—*North American Review.*

REPORTS.

IOWA. *Biennial Report of the Superintendent of Public Instruction.* Hon. Oran Faville, superintendent of this state, gives a general summary of the results of the school system. There were in 1865, 324,328 persons in the state between the ages of five and twenty-one years, an increase of 29,426 in a single year; 217,593 pupils were attending school. The number of teachers employed, males, 2,353; females, 6,467; total 8,820. Average monthly wages of male teachers, \$31.64; females, \$22.80. "The provision made by the state for the benefit of Teachers' Institutes has never been so fully appreciated, both by the people and the teachers, as during the last two years. Every well conducted institute elevates the standard for teaching, and thus elevates the schools." Fifty-nine institutes were held the last year. The county superintendents in their reports speak very favorably of the results of the institutes.

KANSAS. *Report of the Superintendent of Public Instruction.* In this report of Hon. J. T. Goodnow we learn that there has been a gain in the last year of 20 per cent. of the number of children enumerated, and 16 per cent. in the attendance. The number of teachers increased 22 per cent. The amount of tax raised for school purposes, 82 per cent. Institutes have been held with success in eleven counties. The report states that the Normal School was "opened as an experiment and is demonstrated a success." Mr. Goodnow recommends the establishment of a Bureau of National Education and nominates Hon. Henry Barnard as Minister of Public Instruction. Appended to the Superintendent's report, are the reports of the Agricultural College, State University, and extracts from reports of County Superintendents.

LOWELL. *Fortieth Annual Report of the School Committee, with the Second Annual Report of the Superintendent of Public Schools.* From the report of the committee we learn that the teachers' salaries have been advanced the past year from 11 to 36 per cent. The report of the Superintendent, Abner J. Phipps, Esq., gives a summary of statistics from which we glean the following. Number of public schools, 55; number of teachers employed, 94; number of children between five and fifteen, 5,125; average number of pupils belonging to all the schools, 4,552; average number attending, 4,017; average per centage of attendance, 89; average cost per scholar for tuition only, \$9.26. The Superintendent has embodied many important facts in this report, and accompanied them with judicious recommendations,

among which we notice the following. "It seems to me exceedingly desirable for those who wish to become successful teachers to supplement the High School course by the course of training and discipline which it is the peculiar province of the Normal School to provide, and I would earnestly recommend all such to avail themselves of the advantages of special training for their work which the wisdom and liberality of our State offer to them in institutions established for this very purpose."

MAINE. *Twelfth Annual Report of the Superintendent of Common Schools.* Rev. Dr. Ballard in this report gives a full account of the State Normal School which is prospering, and recommends the establishment of Graded and High Schools, and the holding of Teacher's Institutes. The whole number of persons in the state between four and 21 years is 219,060. Number registered in summer schools 120,149; in winter schools 138,181; average attendance 72 per cent. in winter, and 77 per cent. in summer. There were only about half as many male teachers employed in 1865 as in 1864, but wages were advanced from \$23 a month to \$27.75, besides board. Amount of school money raised by taxation, \$469,463.

MARYLAND. *First Report of Superintendent of Public Instruction.* Rev. L. Van Bokkelen, Superintendent of this State, has condensed in twenty-six pages many valuable facts and suggestions relating to the school system. He gives an account of the organization of the State Normal School; recommends additional provisions for the erection and furnishing of school-houses, and the laying of a state school tax of two mills on a dollar. He advocates the education of the colored children as well as white. The number of school age is as follows: white population between five and twenty years, 182,205; colored population of the same age, 66,014; total, 248,219. The amount of State School Tax for 1865, was \$417,798.

Appended to this report are fifty pages containing a circular, letters of the Superintendent and replies to the same by the Presidents of the School Boards of the different counties. These replies or reports contain many facts of interest relating to the schools of Maryland. The Superintendent has also issued a neat pamphlet of 45 pages, containing by laws for school commissioners, rules and regulations for teachers, and forms and instructions for the guidance of school officers.

MINNESOTA. *Annual Report of Superintendent of Public Instruction.* From this report of Hon. D. Blakeley, we learn that there are

87,244 persons in the state, between the ages of five and twenty-one, and 50,564 in attendance in public schools. The average daily attendance last year was 32,259, or thirty-seven per cent of the enumeration. Twenty-two counties have county superintendents. "The over-shadowing want of the schools" is a supply of qualified teachers. The Superintendent speaks in strong terms of the value of the Normal School and recommends liberal appropriations for it. Appended to the Superintendent's report is the report of Dr. Ford, President of the State Normal Board, and the report of Prof. Wm. F. Phelps, its principal. These reports represent the school in a prosperous condition.

NEW HAMPSHIRE. *Nineteenth Annual Report of Common Schools.* The Board of Education of this State through their secretary, Hon. Charles A. Downs, present this report which recommends a digest of school laws, a more efficient supervision of the schools, provisions for the adequate qualification of teachers, an appropriation for the purchase of globes, maps, and other apparatus, and more attention to physical education. Appended to the secretary's report are the reports of the county commissioners. These contain many facts of interest and recommendations of improvements in common schools. Among these we notice with pleasure the report of Rev. William L. Gaylord commissioner for Cheshire county, formerly a successful teacher in this State. We had the pleasure of attending an institute last year conducted by him, which was full of interest and instructive to teachers and others.

NEW JERSEY. *Eleventh Annual Report of the State Normal School.* This document includes the report of the Trustees, of the Treasurer, and of the Principal, John S. Hart, LL. D., also an address delivered before the Legislature of New Jersey Jan. 10, 1866, by the principal of the Normal School. The number in attendance in the Normal School for the term ending Feb. 2, 1865, was eighty-one, of whom seven were males, and seventy-four were females. The number in attendance last term, sixty-seven, and the same number were in attendance when the report was made out. There have been several changes in teachers, Dr. Webb and Prof. Pierce have resigned and their places have been filled by Prof. Lippincott, late of Scranton, Pa., and Mr. Apgar a former graduate of the school. Arrangements have been made for a boarding department by which the price of board has been considerably reduced. Some changes have been made in the arrangements for the model and practice schools, by which the teachers in practice are taken from the study classes with-

out interfering with their recitations, and they take charge of a class in a particular study for about forty-five minutes a day; almost precisely the plan of the Conn. Normal and Model Schools. Prof. Hart's address contains many important arguments well fortified with statistics.

LOCAL AND PERSONAL.

MERIDEN. Gov. Buckingham and Prof. Gilman addressed a large meeting of the citizens of this place in the town hall, on the evening of March 2d. They advocated the consolidation of districts and a thorough system of graded schools. The addresses were listened to with much interest.

HARTFORD. Prof. Louis Bail of Yale College gave a lecture in Hartford on March 7th, on Ornamentation and the Fine Arts, with especial reference to the ornamental arts in building. He pointed out the incongruities and lack of taste exhibited in some large and expensive buildings, and showed how the faults might be corrected by the cultivation of a proper taste for the beautiful. He recommended that elementary drawing should be taught in our common schools.

WINSTED. Mr. John F. Peck, principal of the graded school in West Winsted, retires from the school to enter into business. Mr. Peck has done a good work in organizing and classifying this school.

MISS. HARRIET N. MARSHALL, assistant teacher in the State Normal School, has been appointed preceptress of the Elmira Female Academy at Elmira, N. Y., with a salary of \$700 a year, and has accepted. In this change, Connecticut loses one of her most accomplished teachers. Miss Marshall will be remembered with esteem and affection by a large number of pupils who have been guided by her teachings and example.

C. HOLCOMBE, A. M., Professor of Mathematics in the Conn. Normal School, has been appointed principal of the Washington Avenue public school, Brooklyn, N. Y., at a salary of \$2,000, and has entered upon his duties in that position. Prof. Holcombe is a thorough teacher of Mathematics, and his happy methods of explanation will be of important service in the school to which he has gone.

DAVID N. CAMP, Principal of the Normal School, has resigned, and has made arrangements to go to Europe in hopes of improving his health, and if able, to visit some of the educational institutions of Great Britain and the Continent.

MISS SUSAN M. MARTYN, Principal of the Grammar Department of the Model School, New Britain, has resigned and leaves at the close of the present term. Miss Martyn has been very successful in the administration of the affairs of this school, and she will long be remembered by the many friends who have known her in Conn.

MISS MARTHA G. LEWIS, teacher of the intermediate department of the model school, New Britain, has resigned to take charge of a school in Ohio. She will carry with her the best wishes of many children who have received her kind and faithful instructions, and of a large circle of friends who have appreciated her work in this place.

The article in the March No. entitled, "Teaching a Gift," should have been credited to our regular contributor, C. P. O.

NATIONAL TEACHERS' ASSOCIATION. The next annual meeting of the National Teachers' Association will be held at Indianapolis, in the State of Indiana, commencing on the 15th of August. Full programmes will be published in due time.

J. P. WICKERSHAM, *President.*

NORMAL SCHOOL. The next term of the Normal School will commence Tuesday, April 17th.

PERIODICALS.

ATLANTIC MONTHLY. The Atlantic for April is an excellent number. It has articles by several American writers. Dr. Johns and Griffith Gaunt are continued, and also extracts from Hawthorne's Note-Book. Mrs. Stowe discourses humorously and with sense on dress; Mr. Trowbridge furnishes a foreign story. Longfellow, Holmes and Leland have each a poem and there are other interesting articles.

OUR YOUNG FOLKS. The April number of this illustrated periodical is received. It has the usual variety of good articles. The first entitled the Four Seasons presents in a happy manner important facts concerning buds and early spring flowers. Most of the articles are designed to teach an important truth as well as interest the reader.

EVERY SATURDAY. This weekly literary magazine increases in interest. It furnishes at short intervals choice reading selected with care from foreign current literature. The Atlantic Monthly, Our Young Folks and Every Saturday, are all published by Ticknor & Fields, Boston.

BOOK NOTICES.

ELEMENTS OF INTELLECTUAL PHILOSOPHY, by Rev. Joseph Alden, D. D., LL. D. New York: D. Appleton & Co. pp. 292.

The object of this book is not to present a new system of philosophy or give an exhaustive discussion of topics usually considered in studying mental philosophy. It is designed rather to lead the student to observe the operations of the mind, determine what they are and what are their relations. The work is confined principally to the treatment of topics relating to the cognitive faculties, but more is included under this head than is common. The style is clear and concise, and the work will, we believe, be read with interest by teachers and students.

THE TENTH AND TWELFTH BOOKS OF THE INSTITUTIONS OF QUINTILIAN, WITH EXPLANATORY NOTES, by Henry S. Frieze, Prof. of Latin in the University of Michigan. New York: D. Appleton & Co. pp. 175.

This volume is well printed, has copious notes and is designed to convey "knowledge which has a direct bearing on professional life," while affording an opportunity of attaining a higher scholarship in the Latin language.

CLASS-BOOK IN BOTANY; LEAVES AND FLOWERS OR OBJECT-LESSONS IN BOTANY, By Alphonso Wood, A. M. New York: A. S. Barnes & Co.

Wood's Botanies have been so extensively introduced that their peculiar merits are well understood. The Class-Book has been improved in successive editions by extending the limits of Native Flora. The "Object Lessons," is well suited for the use of classes in elementary and common schools.

LIPPINCOTT'S PRONOUNCING GAZETTEER OF THE WORLD, edited by J. Thomas, M. D., and T. Baldwin. Philadelphia: J. B. Lippincott & Co.

A new edition of this valuable work has just been published. It contains a large number of additional names and descriptions of towns and other places or objects. As a work of reference or study, it is an encyclopedia of geography and national history. It should be placed by the side of Webster's Dictionary in every school in the state.

THE NEW WEBSTER A NEW WORK.—We did not, at first, comprehend how entirely a new work this is, as compared with even the last preceding edition; and how important had been the etymological revision which it has received, making it, for substance, a re-written volume, with all that was admirable and superior in the previous contributions of a generation to its pages, preserved and augmented by a thorough concentration upon it of the best skill and widest research of the present. As it stands,—in its etymologies, in its definitions,—its synonyms, and its (real) illustrations, it is far in advance of any other manual which offers itself to the aid of the student of the multifarious wealth of the composite English tongue.

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